



Communities That Care

# Training of Coordinators

Additional Work of  
the Coordinator

Trainer's Guide  
(130 minutes)

Module 5



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### Mouse-Click Icon

*(for a computer-based presentation)*

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



## Module 5

Communities That Care

# Additional Work of the Coordinator

Training of Coordinators

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Slide 5-1

## Notes

*So far, we've gone over the role of the Coordinator through Phases One and Two.*

*Some of the tasks we've discussed are necessary before or after every training. In this module, we'll concentrate on the responsibilities a Coordinator will have that are specific to Phases Three, Four and Five.*





Slide 5-2

## Notes

### Module 5 goal

Communities That Care

Coordinate and support the efforts of the Key Leader Board and Community Board through Phases Three, Four and Five of the *Communities That Care* effort.

Training of Coordinators

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Review the goal of the module.



## Objectives

Participants will be able to:

1. Carry out the responsibilities of the Coordinator through Phase Three.
2. Carry out the responsibilities of the Coordinator through Phase Four.
3. Carry out the responsibilities of the Coordinator through Phase Five.



Training of Coordinators

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Slide 5-3

# Notes

Review the objectives.





Slide 5-4

## Notes

### Phase Three trainings

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- Community Assessment Training (CAT)
- Community Resources Assessment Training (CRAT)



Training of Coordinators

Trainer's Guide 5-4

#### **Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.**

*Let's start with a review of Phase Three: Developing a Community Profile. Phase Three includes two trainings:*

- *The Community Assessment Training (CAT) is the first training. The community assessment is the collection and analysis of data on risk factors, protective factors and problem behaviors in your community. Members of the Risk- and Protective-Factor Assessment work group attend this training.*
- *The second training is the Community Resources Assessment Training (CRAT), where participants learn how to assess your community's current resources and gaps in services. Members of the Resources Assessment and Evaluation work group attend this training.*

*The result of these trainings is a profile of your community. This profile is used to identify gaps, issues and barriers in current programming and to select tested, effective programs to address the community's needs.*



## The goal of CAT

Communities That Care

The goal of the Community Assessment Training is to build the Community Board's capacity to conduct a community risk- and protective-factor assessment.



Training of Coordinators



Slide 5-5

# Notes

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### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*The position of Community Board Chair needs to be filled before the Community Assessment Training. You will ask this person to open the training with a brief update on the activities since the Community Board Orientation, key accomplishments to date, and any issues or barriers encountered so far. You also need to let this person know when to arrive and how much time is allotted to him or her.*

*The goal of the Community Assessment Training is to build the Community Board's capacity to conduct a community risk- and protective-factor assessment. In order to do this, participants learn how to:*

- *interpret and use the Communities That Care Youth Survey results to identify priority risk and protective factors*
- *collect archival data for the risk- and protective-factor assessment*
- *analyze the community's assessment data to identify priorities for prevention action*
- *develop and distribute a Community Assessment Report.*

*The work groups that the Community Board developed in Phase Two will be working to meet the goals in Phase Three.*

### Check for understanding.

*Based on the responsibilities we just went over, which work groups will the Coordinator need to support during this part of Phase Three?*

Take responses. Participants can use the work group descriptions in Module 4 to help them answer.

[Responses should include the following:

- the Risk- and Protective-Factor Assessment work group, which is responsible for collecting risk- and protective-factor data and analyzing the data to identify priorities
- the Community Outreach and Public Relations work group, which is responsible for distributing the Community Assessment Report to various community stakeholders
- the Community Board Executive Committee, which oversees the work of the other work groups and ensures that progress is being made.]





Slide 5-6

## Notes

### Collecting data

Communities That Care

- The *Communities That Care Youth Survey*
- Archival data

Training of Coordinators

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### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*Let's discuss data collection in more depth.*

- *The Communities That Care Youth Survey provides a comprehensive, efficient and accurate assessment of risk factors, protective factors and problem behaviors in a community. The survey assesses nearly all of the risk factors, protective factors and problem behaviors recognized in the Communities That Care framework.*
- *Archival data can be used to fill gaps in the survey and to provide further support for the priorities identified by the survey. Archival data is information that has already been collected and/or documented at the local, state or national levels. It can include records that are kept by government and other agencies, and records that are normally kept as part of the operation of an institution or organization.*

*Using both methods of data collection gives a community the most thorough picture of its:*

- *youth problem behaviors—including alcohol, tobacco and other drug use, delinquency, teen pregnancy, dropping out of school and violence.*
- *risk factors—the 20 predictors of problem behaviors identified in Dr. Hawkins's and Dr. Catalano's research.*
- *protective factors—the conditions that help buffer young people from exposure to risk and promote positive youth development.*



## Communities That Care

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## Slide 5-7

*The Coordinator and the Communities That Care trainer need to ensure that each member of the Risk- and Protective-Factor Assessment work group receives a copy of the Communities That Care Youth Survey Report in advance of the training, with instructions to review it before the event.*





Slide 5-8

## Notes

### Using survey results



- Develop a focus for planning.
- Establish baseline data and expected outcomes.
- Conduct public relations and outreach.
- Support fund development.



Training of Coordinators

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### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*The Communities That Care Youth Survey has multiple functions and purposes, including:*

- **Developing a focus for planning**—*The survey report provides a profile of how problem behaviors, risk factors and protective factors exist in your community. Your community uses this information to determine particular strengths and challenges, which helps it to develop a focused prevention plan.*
- **Establishing baseline data**—*The survey data provide a standardized measure of risk and protective factors that can be used as a baseline to develop measurable outcomes your community hopes to achieve and to track progress toward those outcomes through future rounds of surveys.*
- **Conducting public relations and outreach**—*The information from the survey can be used to build public awareness about the extent of problem behaviors and levels of risk and protection in the community. By the same token, it can help counteract misconceptions. For example, as a result of recent high-profile school shootings, the public may perceive youth violence to be increasing, when in fact it has been decreasing.*
- **Supporting fund development**—*Data from the Communities That Care Youth Survey can help fulfill requirements for most federal and state prevention/youth development funding, as well as for many private funding sources.*





## Communities That Care

- 
- Questions**
1. **Do you think it's better to be a parent or a child?**
2. **Do you think it's better to be a boy or a girl?**
3. **Do you think it's better to be a single parent or a two-parent family?**
4. **Do you think it's better to be a stepchild or a biological child?**
5. **Do you think it's better to be a sibling or a parent?**
6. **Do you think it's better to be a child or a grandchild?**
7. **Do you think it's better to be a child or a grandchild?**
8. **Do you think it's better to be a child or a grandchild?**
9. **Do you think it's better to be a child or a grandchild?**
10. **Do you think it's better to be a child or a grandchild?**
11. **Do you think it's better to be a child or a grandchild?**
12. **Do you think it's better to be a child or a grandchild?**
- Graphic Organizers**
1. **Venn Diagram**
2. **Flowchart**
3. **Comparison Chart**
4. **Comparison Chart**
5. **Comparison Chart**
6. **Comparison Chart**
7. **Comparison Chart**
8. **Comparison Chart**
9. **Comparison Chart**
10. **Comparison Chart**
11. **Comparison Chart**
12. **Comparison Chart**
- Answers**
1. **Parent**
2. **Boy**
3. **Two-parent family**
4. **Biological child**
5. **Parent**
6. **Child**
7. **Child**
8. **Child**
9. **Child**
10. **Child**
11. **Child**
12. **Child**
- 5-9**
- ENTHUSIA AREA**

### Training of Coordinators

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## Slide 5-9

[Administering the *Communities That Care Youth Survey* can help develop a focus for planning; establish baseline data; conduct public relations and outreach; and support fund development.]



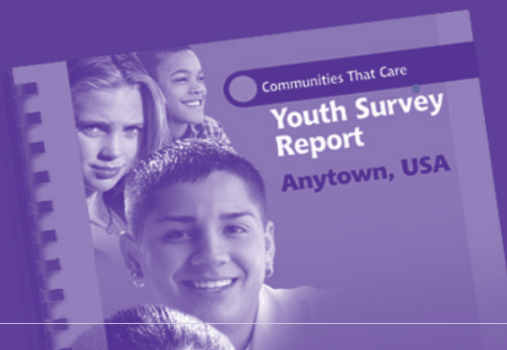


Slide 5-10

### The Communities That Care Youth Survey Report walk-through



Communities That Care



Training of Coordinators

5-10

#### **Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.**

*As you know, helping to secure support for the Communities That Care Youth Survey as early as possible is critical to the Communities That Care effort. This is done, in part, by helping people in the community understand the survey and its importance to the effort. This may also mean answering any questions that community stakeholders may have.*

# Notes



## Report sections:

### Section 1: The Survey

- Introduction
- Summary of results
- Survey methodology
- Demographic profile

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Age of Health.....	

Slide 5-11

# Notes

## Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

Here's an overview of the main report sections.

Tell participants to turn to Section 1 and go over each subsection as you review it.

Section 1 describes the survey instrument, the sampling plan and the survey administration procedures. Section 1 includes several subsections that will help you understand the report findings:

- The Introduction provides an overview of the purpose of the report.
- The Summary of Results section presents a brief summary of the findings on risk and protective factors, alcohol, tobacco and other drug (ATOD) use and other antisocial behavior.
- The Survey Methodology section includes sections describing:
  - the research the survey is based on
  - survey administration procedures
  - the results of the three strategies used to assess the validity of surveys (exaggerations, users of a fictitious drug and inconsistent responses)
  - a description of the type of sample that was surveyed and how this may affect the quality of the survey results.
- The Demographic Profile of Surveyed Youth section describes how the respondents are distributed by gender and ethnicity. It also summarizes respondents' home-life characteristics, including the primary language students speak at home and the proportion that live in a city/town/suburb, in the country or on a farm.





Slide 5-12

## Notes

### Report sections:

- Section 2: Risk and Protective Factors
- Section 3: Alcohol, Tobacco and Other Drug Use
- Section 4: Other Antisocial Behaviors
- References
- Appendices

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### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

The next three sections of the report discuss the survey findings.

- Section 2 describes the level of risk factors and protective factors among Anytown County's youth.
- Section 3 describes the level of ATOD use reported in the survey.
- Section 4 describes levels of violence and delinquency found in the survey.

Let participants know you'll discuss Sections 2, 3 and 4 in more detail.

- The report has a complete list of references and several appendices, including:
  - additional data from the survey that may be useful for prevention planners and for applying for certain grants
  - additional grade-level risk- and protective-factor graphs
  - a list of additional resources on prevention and prevention planning.



## Section 2: Risk and Protective Factors

- Introduction
- Overall results
- Grade-level results
- Protective factors
- Risk factors

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# Notes

### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

Tell participants to turn to Section 2 and go over each subsection as you review it.

Section 2 of the report discusses risk and protective factors. This section includes:

- an introduction, which describes the risk- and protective-factor framework as well as the measurement method used in the report
- an overall results summary, which provides an overview of the overall risk- and protective-factor scores
- a grade-level results summary, which provides an overview of the grade-level risk- and protective-factor scale scores. Grade-level results can allow you to focus your prevention efforts further by identifying problem areas and strengths in each grade.
- detailed descriptions of each protective-factor scale score
- detailed descriptions of each risk-factor scale score.





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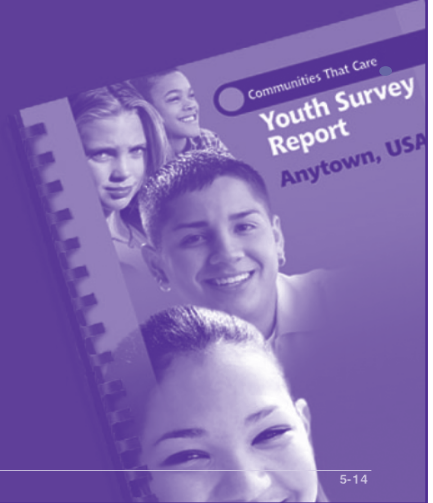
## Notes

### Risk- and protective-factor scale scores

Communities That Care

50=Normative score

- Risk factors:  
the lower the better
- Protective factors:  
the higher the better



#### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*Risk and protective factors are measured using one or more scales. In the report, these are described in terms of “scores.”*

*The scores are measured against the Communities That Care normative database. Scores are expressed as a number ranging from 0 to 100. A score of 50 indicates the median for the normative database. So, scores higher than 50 indicate above-average scores, and scores lower than 50 indicate below-average scores.*

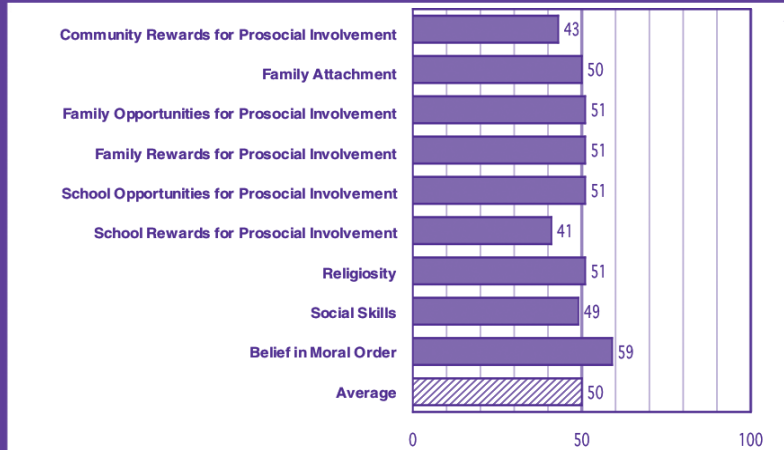
*Because high levels of risk factors are associated with negative youth outcomes, it's better to have risk-factor scale scores that are lower than the normative score. And because high levels of protective factors are associated with positive youth outcomes, it's better to have protective-factor scores that are higher than the normative score.*

*So, as a rule of thumb, it's best to have higher levels of protection and lower levels of risk.*



## Overall protective-factor scale scores

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Training of Coordinators

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# Notes

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### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

The report provides both overall and grade-level risk- and protective-factor scale scores. The graph shown here, from the overall results summary in Section 2, displays the overall scores for all of the protective-factor scales. This graph shows how the overall protective-factor scale scores compare with one another. A similar graph is provided for the overall risk-factor scale scores. Additionally, the detailed risk- and protective-factor sections include mini-graphs showing both overall and grade-level scores for each scale.

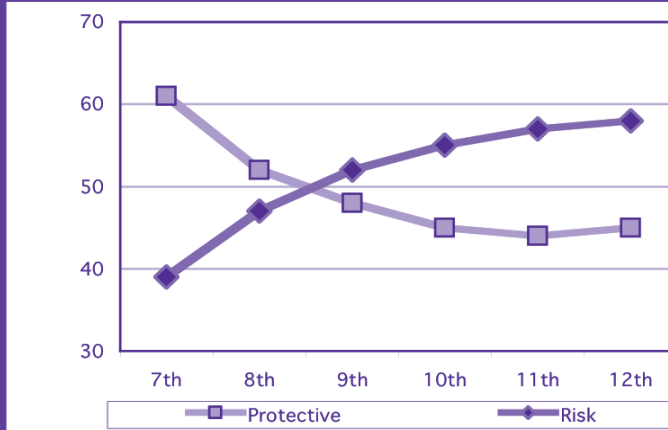




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## Notes

### Average risk- and protective-factor scale scores



Training of Coordinators

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### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

While overall scores give you a general picture of your community's risk- and protective-factor profile, grade-level results provide a more detailed picture of what's happening in each grade you survey. This can allow you to focus your prevention efforts even further, by identifying priority risk factors to address in particular grades and/or by identifying developmental periods to focus your prevention efforts on.

This graph, from the grade-level results summary in Section 2, displays the average risk- and protective-factor scale scores by grade. You can use this graph to identify trends in average risk and protection levels across grades. For example, this particular graph shows that risk increases in the higher grades, while protection decreases. You could then look to the detailed information about grade-level results provided in the report to identify which risk and protective factors are of particular concern. You may even find that different risk factors are of concern for 7th graders than for 12th graders.

The Risk and Protective Factors section of the report also includes detailed descriptions of individual risk- and protective-factor scale scores. Additionally, the report includes an appendix with more graphs to help you analyze the grade-level risk- and protective-factor results.

Allow participants a few moments to look through Section 2 of the report.

Does anyone have any questions about the Risk and Protective Factors section of the report?





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## Section 3: Alcohol, Tobacco and Other Drug Use

- Measurement
- Overall results
- Grade-level results compared:
  - across grade levels
  - with *Monitoring the Future*.

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# Notes

### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

Tell participants to turn to Section 3 and go over each subsection as you review it.

*The survey asks questions about students' use of alcohol, tobacco and other drugs in their lifetime and over the past 30 days. Unlike the risk and protective factors, levels of ATOD use are expressed as percentages. The results are summarized in Section 3 of the report.*

*This section includes:*

- a measurement section, which describes how the results are reported
- an overall results summary, which compares overall lifetime and past-30-day prevalence of alcohol, tobacco and other drugs
- a grade-level results summary, which includes:
  - a comparison of ATOD use across grade levels
  - comparisons of the ATOD results with data in the *Monitoring the Future* study, an annual research project that provides national data about the prevalence of drug use from a representative sample of 8th, 10th and 12th graders in the U.S.
  - discussion of individual drugs, with mini-graphs showing grade-level comparisons.

Allow participants a few moments to further examine Section 3 of the report.

*Are there any questions about the ATOD section of the report?*





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## Notes

### Section 4: Other Antisocial Behaviors

- Violence
- Delinquency

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### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

Tell participants to turn to Section 4.

*The “Other Antisocial Behaviors” section reports on rates of violent and delinquent behavior, such as attacking with intent to harm, being arrested, carrying a handgun and getting suspended.*

*The survey includes questions that measure the frequency of these behaviors over the past 12 months. Results are expressed as percentages. For example, the survey might report that 2% of students attempted to steal a vehicle over the last 12 months. Results are reported by grade and as an overall rate for the surveyed population.*

*The format of this section is similar to Section 3, with tables and graphs comparing all the behaviors with each other and across grade levels, followed by discussion of individual behaviors.*

*Does anyone have any questions about this section of the report?*



## Activity: Anytown County survey review

- Turn to the Survey Review Worksheet in your Participant's Guide.
- Answer the questions on the Survey Review Worksheet using the *Anytown County Youth Survey Report*.
- After ten minutes, share your answers.

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# Notes

### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

Now let's try an activity in which you review and answer some questions about the Anytown County Youth Survey Report. Answering these questions is a good way of making sure you have a solid understanding of the youth survey.

### Activity: Anytown County survey review

**Time:** 20 minutes

#### Instructions:

- Ask participants to get into equal groups and turn to the Survey Review Worksheet in their Participant's Guides.
- Instruct participants to answer the questions on the Survey Review Worksheet using the *Anytown County Youth Survey Report*.
- After 10 minutes, have participants share their answers. Go over any areas that participants are having trouble understanding.



# Survey Review Worksheet

### Directions

Use the *Anytown County Youth Survey Report* to answer the questions below.

#### Questions for Section 1 of the report

1. What grade levels participated in the survey?

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2. Were all students in those grade levels surveyed, or was a sampling conducted?

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3. What percentage of surveys were identified as invalid and excluded?

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#### Questions for Section 2 of the report

1. Which overall protective-factor scale scores are better than average (higher score)?

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2. Which overall protective-factor scale scores are worse than average (lower score)?

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3. Which protective-factor scale score is lowest in each grade surveyed?

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4. Which is the lowest overall protective-factor scale score for the surveyed group?

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## Survey Review Worksheet (continued)

### Questions for Section 2 of the report (continued)

5. Which overall risk-factor scale scores are worse than average (higher score)?

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6. Which overall risk-factor scale scores are better than average (lower score)?

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7. Which risk-factor scale score is highest in each grade surveyed?

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### Questions for Section 3 of the report

1. What national survey does the *Communities That Care Youth Survey* use for comparison of alcohol, tobacco and other drug (ATOD) use?

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2. How is current ATOD use measured in the *Communities That Care Youth Survey*?

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3. How do the 10th grade students' lifetime prevalence rates compare with the *Monitoring the Future* study for each of the following substances?

Alcohol: \_\_\_\_\_

Cigarettes: \_\_\_\_\_

Marijuana: \_\_\_\_\_

Inhalants: \_\_\_\_\_

### Questions for Section 4 of the report

1. For what time period is data on other antisocial behaviors reported?

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2. What antisocial behaviors are measured?

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3. Which antisocial behavior has the highest rate of prevalence among 8th grade students?

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4. Which antisocial behavior has the lowest rate of prevalence among 8th grade students?

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Slide 5-20

## Notes

### Archival data

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Some sites where archival data can be found include:

- National Center for Health Statistics
- U.S. Census Bureau's Statistical Abstract of the United States
- Substance Abuse and Mental Health Services Administration

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### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*Participants in the Community Assessment Training also determine what archival data needs to be collected. Dr. Hawkins and Dr. Catalano have identified validated archival data indicators communities can use to assess certain risk factors and the problem behaviors. These indicators are provided during the Community Assessment Training.*

*Can anyone remember what archival data is?*

Take responses.

[It's data from records that are kept by government and other agencies, and from records that are normally kept as part of the operation of an institution or organization.]

*Can anyone think of where this information may be found?*

Take responses. Have participants keep answering until someone comes up with the following answer.

[There are numerous Internet sites that contain information on archival data on the local, state and national levels.]

Review the slide.

*If the training site has Internet access, you will need to contact the Communities That Care trainer in order to see if he or she will be using a computer-based presentation to show participants examples of Web sites that may be useful to them.*



## Collecting archival data

The Data Manager ensures that the priority risk- and protective-factor data and archival data information are compiled for writing the Community Assessment Report.

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Slide 5-21

# Notes

### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*Community Assessment Training participants are assigned to contact various sources for the needed data. Participants provide the data to the Data Manager.*

*The Data Manager maintains and organizes all of the archival data. The Data Manager's roles and responsibilities can include:*

- *being the central collection point for all collected data*
- *organizing and storing all data as determined by the team—for example, making sure national data is filed with archival data for the same indicator*
- *leading the effort to prepare the archival data for analysis, by creating graphs, charts and other tools for analyzing data*
- *monitoring the data collection effort and ensuring that all data is collected on schedule.*





Slide 5-22

## Notes

### The Community Assessment Report



The report:

- highlights the priorities and strengths identified in the assessment process
- serves as a resource document for communicating the assessment results to different stakeholders.

Training of Coordinators

5-22

#### **Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.**

*Once the archival data is collected, the Risk- and Protective-Factor Assessment work group analyzes the Communities That Care Youth Survey Report and the archival data. This information is used to identify 2-5 priority risk and protective factors for the community to focus its prevention efforts on. The work group uses these findings to write the Community Assessment Report.*

*The Community Assessment Report is a comprehensive report describing the findings on all of the risk factors, protective factors and problem behaviors.*

*The report highlights the priorities and strengths identified in the assessment process, as well as the process for selecting priorities. It serves as a resource document for communicating the assessment results to different stakeholders in your community.*



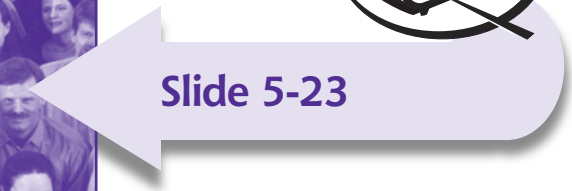
## Distributing the Community Assessment Report

Distribute the report to Key Leaders and/or the Community Board for them to:

- offer suggestions for fine-tuning the report
- prepare for the public's response to the assessment.

Training of Coordinators

Communities That Care



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# Notes

### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*A draft of the report may go to Key Leaders and/or the Community Board for final approval before releasing it to the general public. Doing this enables community leaders to:*

- *offer suggestions for fine-tuning the report*
- *prepare for the public's response to the assessment.*

*Once the report is finalized and approved, it's time to distribute the information in a format appropriate for each target audience.*

*There are a number of community members who receive the report, and each needs a format that makes it easier to understand the information needed. For example:*

- *Key Leaders may not have time or the need to read the full report. They may be most interested in the executive summary.*
- *Most community members won't be interested in reading the entire report—nor is it practical to provide it to them—so news articles and other public relations techniques may work best for this group.*
- *The Resources Assessment and Evaluation work group, who will use the data to guide their resources assessment, and community agencies, who will use the report to demonstrate need in grant proposals, will need the full report.*

*You will need to know who will be receiving the report in order to know how many copies of each format to send out.*





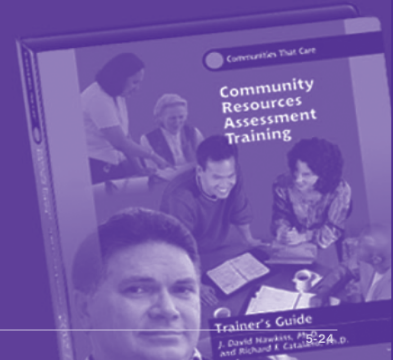
Slide 5-24

## Notes

### The goal of CRAT



The goal of the Community Resources Assessment Training is to help the Community Board identify and collect relevant and useful information about the community's current prevention effort.



### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*The second part of Phase Three is the Community Resources Assessment Training (CRAT). This training helps the Community Board identify and collect relevant and useful information about the community's current prevention resources addressing priority risk factors. Participants also learn how to assess whether those resources are effectively addressing the priority risk factors.*

*Once again, you will ask the Community Board Chair to attend the training in order to provide a brief update. For this training, the chair needs to present an overview of the Community Assessment Report and discuss the community's priority risk and protective factors. The chair should also summarize key accomplishments since the Community Assessment Training as well as any issues or barriers encountered. You will also need to let this person know when to arrive and how much time is allotted to him or her.*

*Community resources are the programs, policies and practices that help communities, families, schools and youth enhance protection, reduce risk and promote positive youth development.*

*Can you think of some examples of the types of resources that may exist in a community?*

Take a few responses. Allow for the fact that answers may vary depending on the community.

[Resources may include any of the following: programs and services; networks and organizations that foster collaboration and information sharing; community laws and policies; community practices, such as plentiful opportunities for positive youth involvement; individuals in the community who are dedicated to youth development; funding sources and resource providers who are committed to the community's priorities.]





Slide 5-25

## Training of Coordinators

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[Some places where resources may be listed include phone books; Internet directories; referral guides from service agencies and crisis clinics; hospital resource guides; school program lists; publications from civic and religious organizations; municipal or county resource directories; local newspapers or newsletters.]





Slide 5-26

## Notes

### Activity: Identifying community resources



- Form groups based on similar geographical locations.
- Brainstorm specific resources in your communities.
- List where these resources can be found.
- After ten minutes, share answers.



Training of Coordinators

5-26

### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*Now that you have a good idea of the types of resources that are needed and some places where you can find resources, we'll do an activity to help identify specific resources in your community.*

### Activity: Identifying community resources

**Time:** 20 minutes

#### Instructions:

- Ask participants to get into groups based on similar geographical locations. For example, if there are two or three participants that live within the same part of a city or county, they should work together.
- Have each group brainstorm specific resources in their communities. Participants should use the resource types already identified as examples as they think of their own ideas.
- Next, have participants list where these resources can be found. Again, participants should use the resources already identified as examples as they think of their own ideas.
- After 10 minutes, have each group give their answers.

**Note to trainers:** Instruct participants that they should fill in the contact information category after the training.



## Community Resources Worksheet

Resource	Where listed	Contact information





Slide 5-27

# Notes

## Resources survey

Distributing the survey may be done by:

- mailing the survey, or sending it by e-mail
- having board members conduct survey interviews
- finding the information on a resource's Web site.

Communities That Care



Training of Coordinators

5-27

### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

After CRAT participants complete their inventory of resources, they work on preparing a survey to send out to these resources.

The training materials that CRAT participants receive contain a sample survey that they review. A copy of this sample survey is in your Participant's Guide.

CRAT participants can select the items from this survey that they would like to include in their own inventory of resources survey. You may then be asked to help prepare the final survey, as well as help receive and compile the results.

There are several ways to collect survey information from resources. These include:

- mailing a hard copy or e-mailing an electronic copy of the inventory of resources survey and asking the resource to complete it
- conducting interviews with resources in person or over the phone (consider having a "resource fair" in which community resources are invited and interviewed by members of the Resources Assessment and Evaluation work group)
- obtaining information from the resource's Web site, if there is one.

Combining these collection methods may be an effective way to get more information about a resource. For example, it may be necessary to supplement information from Web sites with information from interviews.

Members of the Resources Assessment and Evaluation work group will define your role in the resource assessment process.

### Check for understanding

Based on the resources you've identified and the places they can be found, what contact methods would work best for your community?

Take a few responses.

[There is no single "best choice" for collecting resource information. The chosen method should take into consideration time, cost and the amount of information that can be obtained.]



# Sample Survey

## Resource (program, service, etc.) description

Resource name: \_\_\_\_\_

Please describe this resource. List its goals, objectives and any expected outcomes. \_\_\_\_\_

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## Resource strategy

Please describe the strategy this program, service, etc., uses to affect its target population (e.g., information distribution or social-skills training): \_\_\_\_\_

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The target population of this resource is:

☐ All youth in  
the community

☐ Youth at risk for  
problem behaviors

☐ Youth engaging in  
problem behaviors

Please describe the age, ethnicity, gender and family income level of the target population: \_\_\_\_\_

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Does this resource target special populations (e.g., Hispanic families or Native American youth)? ☐ Yes ☐ No

If yes, please describe: \_\_\_\_\_

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If no, please discuss the cultural appropriateness of this resource: \_\_\_\_\_

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## Risk factors

The *Communities That Care* Community Board has identified the following priority risk factors in our community. Please indicate the extent to which each risk factor is a focus of this resource.

### Priority risk factor #1

### Priority risk factor #2

1      2      3      4      5  
Not a focus                      Major focus

1      2      3      4      5  
Not a focus                      Major focus

Please describe how this resource addresses these risk factors: \_\_\_\_\_

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Continue on the next page.



## Protective factors

Check **all** of the protective factors that this resource is intended to enhance:

- ☐ Healthy beliefs and clear standards
- ☐ Bonding
- ☐ Opportunities for positive social involvement in the community, school, family or with peers
- ☐ Skills that youth need to take advantage of positive social opportunities
- ☐ Recognition and acknowledgment for the efforts of youth

Please describe how this resource directly enhances these protective factors: \_\_\_\_\_

\_\_\_\_\_

## Evaluation and effectiveness

Has this resource been evaluated and proven effective? ☐ Yes ☐ No

If yes:

a) Please describe the evaluation design: \_\_\_\_\_

b) Please describe the results of the most recent evaluation, or attach a copy of the evaluation results: \_\_\_\_\_

## Issues and barriers to service

Please describe this resource's location, or the geographic area this resource serves: \_\_\_\_\_

\_\_\_\_\_

Is this resource available in languages other than English? \_\_\_\_\_

\_\_\_\_\_

Please describe this resource's main funding sources: \_\_\_\_\_

\_\_\_\_\_

Is funding for this resource expected to continue indefinitely? ☐ Yes ☐ No

If no, please describe: \_\_\_\_\_

\_\_\_\_\_

Is this resource operating with fidelity?

(i.e., was it implemented as designed, with all of its core elements?) ☐ Yes ☐ No

If no, please describe: \_\_\_\_\_

\_\_\_\_\_

Thank you for taking the time to complete this survey. Your input is an important contribution to the assessment process. We invite you to contact us if you would like more information about our effort to promote positive youth development in our community.

Please return the survey by:

Please return the survey to:



## Analyzing survey results

CRAT participants analyze survey results in order to identify:

- tested, effective resources currently serving the community
- gaps in community resources
- issues and barriers related to resource delivery and access
- ways to expand tested, effective resources to better address the community's priority risk and protective factors.

Training of Coordinators

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Slide 5-28

# Notes

### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

Once the results of the inventory of resources survey are in, CRAT participants analyze them in order to identify:

- tested, effective resources currently serving your community
- gaps in community resources
- issues and barriers related to resource delivery and access
- ways to expand tested, effective resources to better address your community's priority risk and protective factors.

Participants identify these issues using the Survey Summary Worksheet and the Gaps Analysis Worksheet. Copies of these two worksheets are in your Participant's Guide. Information from these worksheets will help CRAT participants develop the Resources Assessment Report.

As in the Community Assessment Training, your role is to collect the work done both in and after the training so it can be organized and reported on.

### Check for understanding

Which work groups will the Coordinator be working with when collecting and cataloging information for the Resources Assessment Report?

Take a few responses.

[The Resources Assessment and Evaluation work group will inventory and assess the existing resources that address the community's identified priorities and identify gaps in current community resources.]



## Survey Summary Worksheet

Issues and barriers			
Evaluated/evidence of effectiveness?			
Target population/ demographic considerations	Culturally appropriate?		
	Special populations?		
	Family income level		
	Gender of participants		
	Ethnicity of participants		
	Universal/selective/indicated?		
Developmental period addressed	All		
	13 to 18 years		
	7 to 12 years		
	3 to 6 years		
	Prenatal to 2 years		
Priority protective factors addressed	Recognition		
	Skills		
	Opportunities		
	Bonding		
	Healthy beliefs and clear standards		
Priority risk factors addressed			
Resource strategy			
Resource name and description			



# Gaps Analysis Worksheet

Resource name	Reduce Aggression in Anytown	Families That Care: Guiding Good Choices™
Have high-quality evaluations found this resource to be effective in reducing risk, enhancing protection, preventing problem behaviors or promoting positive outcomes?	No	Yes
Does this resource address one or more of the community's priority risk factors?	Yes	Yes
Does this resource increase protective factors?	Yes	Yes
Does sufficient funding exist to maintain this resource?	Yes	Yes
In which domain (community, family, school, peer/individual) does this resource operate?	School domain	Family domain
Do other existing tested, effective resources operate in other relevant domains?	No	No
Which developmental period does this resource target?	Children in grades 3-5	Children in grades 4-8
Do other existing tested, effective resources for this risk factor target other relevant developmental periods?	No	No
Do any demographic groups that could benefit from this resource experience barriers to access?	Yes—RAA is unavailable in Spanish, presenting a possible barrier to some of Anytown County's Hispanic youth.	No
Do any geographic areas that could benefit from this resource experience barriers to access?	No	Yes—the training site is inconvenient for parents in rural areas.
Is this resource operating with fidelity?	Yes	Yes





Slide 5-29

## Notes

### Distributing the Resources Assessment Report

Communities That Care

- Distribute a draft of the report to Key Leaders and/or the Community Board for final approval before releasing it to the general public.
- Distribute the information in a format appropriate for each target audience.

Training of Coordinators

Resources Assessment Report  
Anytown County, USA

Prepared by:

Date:

5-29

#### Objective 1: Carry out the responsibilities of the Coordinator through Phase Three.

*The process of drafting the Resources Assessment Report is similar to the Community Assessment Report.*

*Your job is to support those who actually prepare the report.*

*As for distributing the report, your role may be to:*

- *Distribute a draft to Key Leaders and/or the Community Board for final approval before releasing it to the general public.*
- *Distribute the information in a format appropriate for each target audience.*

#### Check for understanding

*Based on what you've learned from previous post-training steps and the work done in Phase Three, what will participants of the next phase need?*

Take a few responses.

[Phase Four participants will need copies of the Community Assessment Report, Resources Assessment Report, decisions made on the "Next Steps" worksheet and any additional work that the Community Board's work groups have done before Phase Four.]



## The Community Planning Training (CPT)

- the community vision
- outcomes
- tested, effective programs to address priority risk factors

Training of Coordinators

Communities That Care



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# Notes

### Objective 2: Carry out the responsibilities of the Coordinator through Phase Four.

*The Community Planning Training (CPT) marks the beginning of Phase Four: Creating a Community Action Plan. The Community Action Plan outlines the community's plans to achieve desired outcomes for the community's youth.*

*Once again, you will be responsible for inviting the Community Board Chair to the beginning of the training in order to provide a brief update. For this training, the chair needs to present an overview of the community's risk and resources assessments. The chair should also summarize key accomplishments since the Community Resources Assessment Training as well as any issues or barriers encountered. You will also need to let him or her know when to arrive and how much time is allotted to him or her.*

*Key activities leading up to the writing of the Community Action Plan include:*

- *finalizing the community vision drafted during Phase Two—this is the ultimate goal that participants want for their community*
- *using the results of the Community Assessment Report and the Resources Assessment Report to write outcomes—measurable changes in priority risk factors, protective factors and problem behaviors*
- *choosing tested, effective programs to address priority risk factors—these programs will help achieve each of the community's desired outcomes.*





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## Notes

### The Strategic Planning Worksheet

Communities That Care

The Coordinator:

- uses the newsprint copy to create a typed master copy of the Strategic Planning Worksheet
- distributes copies to participants after the training.

Training of Coordinators

### Objective 2: Carry out the responsibilities of the Coordinator through Phase Four.

*Drafting outcomes and selecting tested, effective programs make up the bulk of the work done in the Community Planning Training. Additional work in this training includes deciding on preliminary funding strategies and systems-change strategies.*

*Because the work done in the Community Planning Training can become complicated, the results of the work are organized in a single document called the Strategic Planning Worksheet. A copy of the Strategic Planning Worksheet is included in your Participant's Guide.*

*The first items listed on this worksheet are the results of the Community Assessment Report and the Resources Assessment Report.*

*Can anyone tell me why these results are needed?*

Take responses.

[The work done in CPT builds on the work done in CAT and CRAT.]

*The Communities That Care trainer records all of the decisions made on outcomes, preliminary funding strategies and systems-change strategies on a large copy of the Strategic Planning Worksheet, so that participants can see the decisions that are recorded.*

*After the training, you will use this newsprint to create a typed master copy of the Strategic Planning Worksheet. You will distribute copies to participants after the training. Information from the worksheet is used to develop the Community Action Plan.*



# Strategic Planning Worksheet

Community: \_\_\_\_\_

Community vision: \_\_\_\_\_

## Community resources assessment

Priority risk factors:

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Existing resources:

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Risk and protective factors that need new tested, effective resources:

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Identified gaps, issues and barriers:

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## Community-level outcomes

Identified behaviors:

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Behavior outcomes:

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Identified priority risk factors:

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Risk-factor outcomes:

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Identified protective factors:

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Protective-factor outcomes:

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# Module 5

## Potential programs, policies and practices

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_
- 4: \_\_\_\_\_

## Program-level outcomes

Participant outcomes:

- Program 1: \_\_\_\_\_
- Program 2: \_\_\_\_\_
- Program 3: \_\_\_\_\_
- Program 4: \_\_\_\_\_

Implementation outcomes:

- Program 1: \_\_\_\_\_
- Program 2: \_\_\_\_\_
- Program 3: \_\_\_\_\_
- Program 4: \_\_\_\_\_

## Systems-change strategies

- Program 1: \_\_\_\_\_
- Program 2: \_\_\_\_\_
- Program 3: \_\_\_\_\_
- Program 4: \_\_\_\_\_



## Communities That Care



- ## Slide 5-32

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- This information can help ensure that the chosen programs are achieving the community's desired outcomes.*

*CPT provides an overview of the evaluation process. The Community Plan Implementation Training in Phase Five gets into the nuts and bolts of evaluation in greater detail.*





Slide 5-33

## Notes

### Hiring an outside evaluator

Communities That Care

An expert evaluator can help:

- select an evaluation design
- develop valid, reliable evaluation measures
- analyze statistical information
- determine why desired outcomes were not achieved, and find solutions.

Training of Coordinators

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### Objective 2: Carry out the responsibilities of the Coordinator through Phase Four.

*Some communities may decide to hire an outside evaluator. An expert evaluator can select an evaluation design; develop valid, reliable evaluation measures; analyze statistical information; determine why any desired outcomes were not achieved and help find solutions.*

*Outside evaluators may also be able to be more objective than program implementers in evaluating program effectiveness. This can lend credibility to the evaluation results.*

*The Community Board Executive Committee is generally responsible for selecting an outside evaluator. This ensures that members from all work groups have a say in the hiring.*

*Can you think of some places an expert evaluator can be found?*

Take a few responses.

- [• Local universities may have students or faculty with expertise in evaluating the types of programs you are implementing. Psychology, social work and statistics departments are good places to start.
- An evaluator may be hired through a research or consulting firm.
- Funders or program developers may be able to help you find evaluators with expertise in the types of programs you are implementing.]

*The Funding work group may be crucial in determining which of these choices are feasible.*



## The Community Action Plan

The Community Action Plan is the end result of the work done in CPT.

Training of Coordinators

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# Notes

### Objective 2: Carry out the responsibilities of the Coordinator through Phase Four.

*The drafting of the Community Action Plan is similar to the drafting of the Community Assessment Report and the Resources Assessment Report.*

*Your role will also be similar in that you will need to support the Community Outreach and Public Relations work group in distributing the report to different audiences in the community.*

*Can you think of why Key Leaders, Community Board members and other community stakeholders would need a complete copy of the Community Action Plan?*

Take a few responses.

[The Community Action Plan is the culmination of the work done so far in the *Communities That Care* process. It summarizes the work done in the Community Assessment Report and Resources Assessment Report, includes desired outcomes and tested, effective strategies to fill gaps, and outlines the plan for going forward. Community stakeholders will need all of this information.]





Slide 5-35

## Notes

### Tasks for the Coordinator before Phase Five



- Confirm all milestones and benchmarks through Phase Four have been met.
- Provide the Community Action Plan to Community Plan Implementation Training (CPIT) participants and the trainer.
- Invite the Community Board Chair to open the CPIT.
- Invite the evaluation expert to the CPIT.
- Complete the Implementing Agencies Matrix worksheet.

Training of Coordinators

5-35

### Objective 2: Carry out the responsibilities of the Coordinator through Phase Four.

*There are a number of important tasks you'll need to address after CPT and before the Community Plan Implementation Training (CPIT) that begins Phase Five.*

- *You will need to check to see that all milestones and benchmarks for Phases One through Four have been met. (This is a priority at the beginning of every phase.) The community needs to have a complete understanding of community priorities and goals. This is because Phase Five uses all previous information to implement the programs, policies and practices into the community.*
- *The Community Action Plan should be completed and available before CPIT. You will provide copies of the plan to all CPIT participants and the trainer before the training.*

*If the Community Action Plan is not complete, you will need to let members of the Community Board Executive Committee know so that they can make arrangements for it to be done.*

- *You will be responsible for inviting the Community Board Chair to open the training. For this training, the chair needs to give a summary of the Community Action Plan, including community priorities, community-level outcomes and prevention strategies selected to address the priorities. You will also need to let him or her know when to arrive and how much time is allotted.*
- *If participants decided to use an outside evaluator, you will need to contact this person to invite him or her to CPIT.*
- *The CPIT trainer will give you a copy of the Implementing Agencies Matrix Worksheet before CPIT. On this worksheet, you'll list each program, policy or practice identified in the Community Action Plan, then identify the agencies that will be involved.*

*We'll now see why these actions are important to the work done in Phase Five.*



## The Community Plan Implementation Training

Communities That Care

CPIT participants:

- develop strategies for funding the Community Action Plan
- cover steps to ensure high-fidelity implementation
- make further evaluation plans
- develop a work plan and confirm steps for moving forward with implementation.

Training of Coordinators

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Slide 5-36

# Notes

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### Objective 3: Carry out the responsibilities of the Coordinator through Phase Five.

*The Community Plan Implementation Training (CPIT) begins Phase Five of the Communities That Care process, which is Implementing and Evaluating the Community Action Plan.*

*In CPIT, participants:*

- *develop strategies for funding the Community Action Plan*
- *cover steps to ensure high-fidelity implementation (implementing programs according to their original design to ensure their effectiveness), including selecting and training implementers, and monitoring implementation to ensure fidelity*
- *plan to conduct evaluations; learn how to use the results to improve the Community Action Plan; and discuss how to conduct a community-wide risk-factor, protective-factor and problem behavior assessment every two years to monitor progress toward community-level outcomes.*
- *develop a work plan and confirm steps for moving forward with implementation.*

*Now let's see how a Coordinator fits into this work.*





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## Notes

### Inviting people to the CPIT

Communities That Care

CPIT represents the final step for a community before:

- programs, policies and practices identified in Phase Four are implemented
- evaluation of the results can begin.

Training of Coordinators



### Objective 3: Carry out the responsibilities of the Coordinator through Phase Five.

*The Coordinator ensures that the right people are invited to the Community Plan Implementation Training.*

*CPIT represents the final step for a community before:*

- *programs, policies and practices identified in Phase Four are implemented*
- *the results that implemented programs, policies and practices produced begin evaluation.*

*Based on the description of CPIT that we just went over, who needs to be invited to this training in addition to the Community Board?*

Take a few responses.

- [• The Funding work group needs to be invited to the CPIT in order to develop strategies for funding the Community Action Plan.
- Local funding decision-makers (for example, community- and agency-level budget directors) and select Key Leaders (for example, leaders who have funding interests in the community) should attend the training.
- The Resources Assessment and Evaluation work group should attend the training to learn about and plan for the evaluation process.
- If the community is using an expert evaluator, he or she should also attend the training. You will need to provide this person with a copy of the Community Action Plan and any other relevant background material before the training.]



## The Implementing Agencies Matrix worksheet

Communities That Care

- List each program, policy or practice identified in the Community Action Plan.
- List each agency that will be involved in implementing the Community Action Plan.
- For each program, check off which agencies will be involved in implementing it.

Training of Coordinators

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# Notes

### Objective 3: Carry out the responsibilities of the Coordinator through Phase Five.

You will need to complete a copy of the *Implementing Agencies Matrix Worksheet* before CPIT. On this worksheet, you will:

- List each program, policy or practice identified in the Community Action Plan.
- List each agency that will be involved in implementing the Community Action Plan.
- Check off which agencies will be involved in implementing each program, policy or practice.

Because this work will be done on a large intersecting grid, you will be able to see which agencies need to collaborate on implementing the Community Action Plan. You can see a copy of this worksheet in your Participant's Guide.

How might a Coordinator use this information before the start of the CPIT?

Take a few responses.

[The worksheet identifies the agencies that will be involved in implementing the Community Action Plan. The Coordinator can use this information to invite representatives from these agencies to the training.]

When more than one agency will be involved in implementing a program, it's a good idea to have the collaborating agencies develop and sign a written agreement that establishes shared goals and objectives, key responsibilities of the collaborating agencies and key activities of the collaborative. This work is done by participants in CPIT.



# Implementing Agencies Matrix

## Directions

- 1. List each program, policy or practice identified in the Community Action Plan in the first row of the chart.
- 2. List each agency that will be involved in implementing the Community Action Plan in the first column.
- 3. For each program, check off which agencies will be involved in implementing it in the matrix. This allows you to see which agencies will need to collaborate to implement the Community Action Plan.

Agency	Programs			



## CPIT evaluation planning



The following worksheets are used in CPIT:

- The Collaborative Agreement Worksheet
- The Agency Resources Allocation Worksheet, Maximizing Agency Resources Worksheet and Coordinating Resources Worksheet
- The Readiness for Decategorization Worksheet
- The Meeting Planning Worksheet
- The Training Planning Worksheet
- The Evaluation Planning Worksheet
- The Potential Task Forces Worksheet

Training of Coordinators

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## Notes

### Objective 3: Carry out the responsibilities of the Coordinator through Phase Five.

*Planning for evaluation is the final step of the CPIT.*

*During this training, you will use a number of worksheets to help with decision making. You will collect and distribute them to members of the Community Board. Copies of these worksheets are in your Participant's Guide.*

**Note to trainers:** Give participants a moment to review each of these worksheets after giving your description.

- *The Collaborative Agreement Worksheet helps collaborating agencies develop written agreements.*
- *The Agency Resources Allocation Worksheet, Maximizing Agency Resources Worksheet and Coordinating Resources Worksheet help identify ways to maximize and share resources.*
- *The Readiness for Decategorization Worksheet helps to gauge a community's readiness to reorganize funding streams to make them more flexible.*
- *The Meeting Planning Worksheet outlines the logistics for meetings that take place before the implementation of each program to educate different community stakeholders.*
- *The Training Planning Worksheet outlines the logistics for sessions that will train program implementers.*
- *The Evaluation Planning Worksheet helps create evaluation plans for each of the programs selected in Phase Four.*
- *The Potential Task Forces Worksheet helps determine the work that task forces will do after Phase Five.*



# Collaborative Agreement Worksheet

**1. List the collaborating agencies.**

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**2. List the programs these agencies will be collaborating on.**

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**3. List the shared goals and objectives of the collaborative.**

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**4. List the key responsibilities of each agency.**

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# Agency Resources Allocation Worksheet

## Directions

Use the chart below to create an inventory of all the programs and activities your agency is involved in and how resources are allocated in your agency. In the priority column, note whether the program or activity addresses any of your community's priority risk or protective factors, and if so, which ones.

Program/activity	Primary goal and target audience	Total annual cost	Priority risk or protective factor?



# Maximizing Agency Resources Worksheet

## Directions

1. Review the resources required for the program(s) your agency will be involved in implementing. These can be found in your Community Action Plan.
2. Use this worksheet to list any resources your agency could contribute toward the new program(s) your agency will be involved in implementing. In the space provided, describe how you propose the resource be reallocated to support the new program.

**Program:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

### Staffing

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### Supplies and materials

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### Equipment and facilities

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### Administration

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### Transportation

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### Cash

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### Other

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# Coordinating Resources Worksheet

Program: \_\_\_\_\_

Implementing agencies: \_\_\_\_\_

	Description	Cost	Agency that will provide (indicate in-kind or cash)	Gaps
Staffing				
Supplies and materials				
Equipment and facilities				
Administration				
Training and technical assistance				
Staff substitutes				
Transportation				



# Readiness for Decategorization Worksheet

### 1. Current political climate

Are local political leaders and other top decision-makers in favor of decategorization?

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What about state-level leaders (governor, legislators, etc.)?

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Has decategorization been tried before in your community or state? If so, what were the results?

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Is the *Communities That Care* system supported at the state level, or is this a purely local initiative?

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Other comments about the political climate in relation to decategorization:

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### 2. Administrative-level change or legislative change?

To what extent do local administrators have the authority to create blended, flexible funding streams?

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Do laws or regulations at the state level encourage flexibility/decategorization at the local level?

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If so, what regulations need to change at the local level to take advantage of this?

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### 3. Full-scale or phase in?

Are agencies already cooperating well together and trying to share resources?

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Is there a lot of political resistance to implementing full-scale decategorization?

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Are certain parts of the community more ready to implement decategorization than others?

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### 4. Summary

Recommendations:

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Areas for further investigation:

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# Meeting Planning Worksheet

**Program:** \_\_\_\_\_

**Meeting date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Goals and objectives:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Who will lead the meeting?** \_\_\_\_\_

**Who will take minutes?** \_\_\_\_\_

**Invitees:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Agenda:**

- ☐ Program overview
- ☐ Description of level of administrator commitment needed
- ☐ Implementation staff criteria
- ☐ Logistics related to program delivery and evaluation
- ☐ Signed agreements
- ☐ Other agenda items:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Training Planning Worksheet

Program: \_\_\_\_\_

Agencies: \_\_\_\_\_  
\_\_\_\_\_

Training will be provided by: \_\_\_\_\_

Training topics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Training schedule:

Session	Topics to be covered	Date	Location

Plans for training new implementers: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Evaluation Planning Worksheet

1. Program name: \_\_\_\_\_
2. Participant outcomes:
  1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_
  3. \_\_\_\_\_  
\_\_\_\_\_
3. Will your evaluation design include the collection of follow-up data? ☐ Yes ☐ No
4. Will your evaluation design involve the use of a comparison group? ☐ Yes ☐ No
5. The following methods will be used to collect data from participants:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Is an evaluation instrument available for this program? ☐ Yes ☐ No  
If no, the following individual or group will develop an evaluation instrument for data collection:  
\_\_\_\_\_  
The evaluation instrument will be completed by (list a date): \_\_\_\_\_
7. The following individual(s) will be responsible for data collection:  
\_\_\_\_\_  
Data will be stored at: \_\_\_\_\_
8. The following individual(s) will be responsible for data analysis:  
\_\_\_\_\_  
Data analysis will be completed by (list a date): \_\_\_\_\_
9. Findings will be reported by (list a date): \_\_\_\_\_
10. The following resources will be needed to complete the evaluation:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. The following issues should be addressed before the evaluation takes place:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Potential Task Forces Worksheet

	Task force(s)	Responsibilities
Funding work group		
Resources Assessment and Evaluation work group		
Risk- and Protective-Factor Assessment work group		
Community Outreach and Public Relations work group		
Community Board Maintenance work group		
Youth Involvement work group		



## Maintaining support

Communities That Care

Future community assessments may reveal new priorities for the community to focus on. In other words, the process is cyclical.



Training of Coordinators

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# Notes

### Objective 3: Carry out the responsibilities of the Coordinator through Phase Five.

*Remember, the Communities That Care process is ongoing.*

*By this point, you will have compiled all of the work done in identifying people who will be working on the community effort, identifying risk factors and resources, and developing and implementing the Community Action Plan.*

*The Community Board and its various work groups will perform the tasks necessary for implementing the programs, policies and practices identified in the Community Action Plan.*

*They will also be continually evaluating progress. Future community assessments may reveal new priorities for the community to focus on. In other words, the process is cyclical.*





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## Notes

### Wrap-up



Communities That Care

- What is the goal of the Community Assessment Training? What document will be the result of this training?
- What is the goal of the Community Resources Assessment Training? What document will be the result of this training?
- What does the Community Action Plan report?

Training of Coordinators

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### Wrap-up

Thank participants for their hard work. Ask the following review questions to see that participants understood Module 5.

- *What is the goal of the Community Assessment Training? What document is the result of this training?*

Take responses.

[The Community Assessment Training builds the Community Board's capacity to conduct a community risk- and protective-factor assessment. The Community Assessment Report is the result of the work done in this training.]

- *What is the goal of the Community Resources Assessment Training? What document is the result of this training?*

Take responses.

[The Community Resources Assessment Training builds the Community Board's capacity to conduct a community resource assessment. The Resources Assessment Report is the result of this training.]

- *What does the Community Action Plan report?*

Take responses.

[The Community Action Plan is a comprehensive report that summarizes the results of the Community Assessment Report and the Resources Assessment Report. It also presents the tested, effective programs, policies and practices selected to address the community's priority risk and protective factors and fill resource gaps. Finally, it describes preliminary implementation and evaluation plans that will help guide the community's work in Phase Five.]



## Next up

Developing effective skills and techniques that a Coordinator can use:

- in meetings
- when collecting and cataloging information.

Training of Coordinators

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# Notes

Let participants know that in the next module they will work on developing effective skills and techniques that a Coordinator can use in meetings and when collecting and cataloging information.



# Notes